Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. Received Texas Education Agency 2015 AUG 20 PM 12:39 Document Control Center Grants Administration
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 North Congress Ave, Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
San Felipe Del Rio CISD	233901	Garfield Elementary	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
1741694073	15	23	069452118

Mailing address	City	State	ZIP Code
205 Memorial Drive	Del Rio	TX	78840

Primary Contact

First name	M.I.	Last name	Title
Cynthia		Sahagun	Principal
Telephone #	Email address		FAX #
830-778-4700	cynthia.sahagun@sfdr-cisd.org		830-778-4938

Secondary Contact

First name	M.I.	Last name	Title
Sandra	T	Hernandez	Administrative Director
Telephone #	Email address		FAX #
830-778-4073	sandrat.hernandez@sfdr-cisd.org		830-775-3844

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Carlos	H.	Rios	Superintendent
Telephone #	Email address		FAX #
830-778-4007	carlos.rios@sfdr-cisd.org		830-774-9892

Signature (blue ink preferred) — Date signed

Carlos Rios

Only the legally responsible party may sign this application.

701-15-107-031

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 233901	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements: 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- i. Take into account data on ***student growth*** as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of ***student growth*** as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

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	the ESEA. A State may also include other measures that are rigorous and comparable across classrooms. iii. Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. 2. Deliver comprehensive instructional reform strategies. (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increase learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
8.	The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). In doing so, the LEA/campus will implement the following: 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

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3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.

   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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(A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

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	The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.
9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements: 1. Offer full-day kindergarten. 2. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have: (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway; (B) High-quality professional development for all staff; (C) A child-to-instructional staff ratio of no more than 10 to 1; (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications; (E) A full-day program; (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities; (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry; (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities; (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff; (J) Program evaluation to ensure continuous improvement; (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development; (L) Evidence-based health and safety standards. 3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program. 4. Provide educators, including preschool teachers, time for joint planning across grade levels. 5. Replace the principal who led the school prior to the commencement of the early learning model. 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (B) Are designed and developed with teacher and principal involvement; 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who,

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	after ample opportunities have been provided for them to improve their professional practice, have not done so. 8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators. 9. Use data to identify and implement an instructional program that is: (A) Research-based; (B) Developmentally appropriate; (C) Vertically aligned from one grade to the next as well as aligned with State academic standards; (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions. 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: (A) Aligned with the school's comprehensive instructional program (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies. 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG). 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials. 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students. If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.
10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements: 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11. The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.

2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
   (C) A study which used a large sample and multi-site sampling.

3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

4. The whole-school model must implement the model for all students in the school.

5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
   (A) School leadership
   (B) Teaching and learning in at least one full academic content area

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	(C) Non-academic supports for students (D) Family and community engagement
12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements: 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards.

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	(B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.
Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement**, **system transformation**, and **sustained reform**.
Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Located in one of the most impoverished neighborhoods in Del Rio, Garfield Elementary is home to over 850 students in kindergarten through 5th grade. The economically disadvantaged rate is nearly 85%. The Hispanic subpopulation alone is at 95.8% and the historical trend paints a very unstable pattern. In pursuit of change, the FAST Team has proposed the urgent need to stop this predictable pattern. With a vision for reform, Garfield is determined to impact Family, Academics, Students, and Teachers by transforming the redundant cycle into a sustainable pathway for transforming and linking family, school, and community to support success in school and in life. There is an overarching belief that family and community engagement is critical in a child's development, school readiness, and success in school and life. Drawing from a body of research built over decades, a systemic approach to family and community engagement in the earliest years of life can have an incredible impact on student achievement *(Harvard Family Research Project, 2010)*. With a large majority of students coming from single-parent households and relatively minimal formal education, the FAST Team hopes to build the brick-and-mortar structures which will develop both capacity and support.

Collaboratively, teacher leaders, parents, and administrators prioritized the areas where change needed to happen. Together, building teacher capacity, developing a structured literacy component and monitoring performance goals were discussed, but one additional underlying truth surfaced: that Garfield is a community where technology and technology resources are scarce or sometimes non-existent. Through this grant, teachers will be able to fully develop a framework for 21st century learning and offer the opportunities for success that would not be afforded to our kids without this grant.

The **FAST** acronym addresses four targeted areas:

- *Family Support,*
- *Academic Support,*
- *Student Support and*
- *Teacher Support.*

Our students are the focal point of this entire process. Team FAST would like to incorporate a flexible learning academy offering both before and after school tutoring as well as tutoring on designated Saturdays during the school year. This ***family support*** system includes initiating parent academies in partnership with community agengies to present Curriculum Nights and STEAM Nights where a mobile classroom is designed to expose young students and families to careers in science, technology, engineering, arts and math fields through hands-on laboratory and field investigation experiences. Parents will be invited during these times so they can understand the expectations and how to help their children academically. These tutoring sessions tie in with ***academic support***. A common attribute shared among our stakeholders was the fact that Garfield students lack background knowledge and real world experiences. Team FAST would like to help our kids gain these experiences by exposing them to real and virtual field trips to gain a deeper knowledge of science and math. Language development and literacy are also a priority. Team FAST recognizes the need to build capacity through research-based and proven professional development which will accelerate the achievement in reading and reading comprehension across the content areas. Additionally, student growth will be enhanced with a better technology infrastructure. We want to provide a 1:1 ratio of computers to students. In doing this, wireless connectivity and technology resources will need to be addressed so that both classroom teachers can have the

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opportunity to enhance instruction and develop 21st century learners, and students can develop and support their skills both at school and at home.

Team FAST also proposes to develop a sustainable system for ***student support*** by focusing on student growth and achievement. The economically disadvantaged and ELL subpopulation have seen relatively little or no growth over time. By changing key ways in which Bilingual instruction is approached can translate knowledge of changing theories about language and language acquisition into expertise and action in supporting ELLs' needs to meet state standards. Through the implementation of Quality Teaching for English Learners (QTEL) teachers will be able to implement best practices and monitor language and literacy development. The fundamental point being that by monitoring literacy development and reading achievement and using proven research measures, such as TPRI and Tejas Lee, Read 180, and System 44, teachers will be able to provide tiered instruction and scaffolded support for struggling students.

In addition to QTEL training, Team FAST hopes to achieve an overall depth of knowledge for our teachers by building teacher pedagogy and practice throughout the five years of the grant. Each year would be concentrated one focal subject area: Year 1-Reading, Year 2-Math, Year 3-Writing, Year 4-Science, Year 5-culmination of the previous 4 years. This form of ***teacher support*** which includes job embedded professional development, coaching and mentoring for our teachers will be an essential component to student success. The University of Texas DANA center would be a primary resource to train our staff on understanding the fundamental depth, complexity and rigor the TEKS now requires. Team FAST is also committed to reforming instructional practices by transforming how we deliver instruction and how we utilize our current resources. For example, while the idea of 1:1 technology is important, the idea of incorporating blended learning embraces technology. In a blended learning environment, teachers spend little time lecturing, and instead, work closely with students to differentiate instruction to meet the needs of each child. Students who might otherwise be bored can work ahead, and students who are struggling receive additional support.

Garfield Elementary is in need of multiple support systems. The Team FAST system is a fundamental brick and mortar approach to ensuring that family, academic, student, and teacher development and growth is on the rise and continues to rise year after year. Both District leadership and elected board of trustees support and welcome organizational structure for building capacity and sustaining academic growth. The Team FAST committee of teachers, parents and administrators are ready, willing and able to make these changes with the support of this grant.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 233901	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$165,900	$30,500	$165,900	$474,000	$60,000	$474,000	$60,000	$474,000	$60,000	$474,000	$60,000	**$2,156,700**
#8-Professional and Contracted Services	6200	$150,000	$0	$150,000	$210,000	$0	$210,000	$0	$210,000	$0	$210,000	$0	**$960,000**
#9-Supplies and Materials	6300	$150,000	$0	$100,000	$150,000	$0	$150,000	$0	$150,000	$0	$150,000	$0	**$750,000**
#10-Other Operating Costs	6400	$135,000	$0	$10,000	$160,000	$0	$160,000	$0	$160,000	$0	$135,000	$0	**$760,000**
#11-Capital Outlay	6600/ 15XX	$574,000	$0	$172,500	$485,000	$0	$135,000	$0	$135,000	$0	$135,000	$0	**$1,636,500**
Consolidate Administrative Funds			☐ Yes ☐ No										
Percentage% indirect costs (see note):		N/A	$	N/A	N/A	$	N/A	$	N/A	$	N/A	$	**$0**
Grand total of budgeted costs (add all entries in each column):		**$1,174,900**	**$30,500**	**$598,400**	**$1,429,000**	**$60,000**	**$1,129,000**	**$60,000**	**$1,129,000**	**$60,000**	**$1,129,000**	**$60,000**	**$6,263,200**

Administrative Cost Calculation

Enter the total grant amount requested:	$6,263,200
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	**$313,160**

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.
NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher			$	$	$	$	$	$	**$**
2	Educational aide			$	$	$	$	$	$	**$**
3	Tutor	1	0	$5,500	$5,500	$55,000	$55,000	$55,000	$55,000	**$225,500**
Program Management and Administration										
4	Project Coordinator	1	0	$30,500	$30,500	$60,000	$60,000	$60,000	$60,000	**$270,500**
5	Computer Technician	1	0	$18,000	$18,000	$46,000	$46,000	$46,000	$46,000	**$202,000**
6	Instructional Technology Coach	1	0	$24,000	$24,000	$58,000	$58,000	$58,000	$58,000	**$256,000**
Auxiliary										
7	Title			$	$	$	$	$	$	**$**
8	Title			$	$	$	$	$	$	**$**
9	Title			$	$	$	$	$	$	**$**
Other Employee Positions										
10	Social Worker	1	0	$20,000	$20,000	$55,000	$55000	$55000	$55000	**$240,000**
11	Title			$	$	$	$	$	$	**$**
12	Title			$	$	$	$	$	$	**$**
13	Subtotal employee costs:			$98,000	$98,000	$274,000	$274,000	$274,000	$274,000	**$1,194,000**
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112	Substitute pay		$10,000	$10,000	$30,000	$30,000	$30,000	$30,000	**$130,000**
15	6119	Professional staff extra-duty pay		$30,000	$30,000	$150,000	$150,000	$150,000	$150,000	**$630,000**
16	6121	Support staff extra-duty pay		$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	**$100,000**
17	6140	Employee benefits		$7,900	$7,900	$23,700	$23,700	$23,700	$23,700	**$102,700**
18	61XX	Tuition remission (IHEs only)		$	$	$	$	$	$	**$**
19	Subtotal substitute, extra-duty, benefits costs			$67,900	$67,900	$223,700	$223,700	$223,700	$223,700	**$962,700**
20	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$165,900**	**$165,900**	**$474,000**	**$474,000**	**$474,000**	**$474,000**	**$2,156,700**

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$	$	$	$	$	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$0

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Professional Development- Instructional Technology	☐	$15,000	$15,000	$45,000	$45,000	$45,000	$45,000	$195,000
2	Professional Development-Data Analysis, State Accountability	☐	$35,000	$35,000	$15,000	$15,000	$15,000	$15,000	$95,000
3	Professional Development-Marzano Academic Vocabulary	☐	$0	$0	$25,000	$25,000	$10,000	$10,000	$70,000
4	Professional Development- Steven Covey Leader In Me	☐	$30,000	$30,000	$20,000	$20,000	$20,000	$20,000	$110,000
5	Professional Development- Leadership, District School Improvement	☐	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$125,000
6	Professional Development- TEKS, Curriculum, ELL, Math & Science	☐	$20,000	$20,000	$35,000	$35,000	$35,000	$35,000	$160,000
7	Professional Development-Early Literacy	☐	$0	$0	$30,000	$30,000	$30,000	$30,000	$120,000
8	Professional Development-Assessment & Progress Monitoring	☐	$25,000	$25,000	$15,000	$15,000	$15,000	$15,000	$85,000
9		☐	$	$	$	$	$	$	$
10		☐	$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$150,000	$150,000	$210,000	$210,000	$210,000	$210,000	$960,000
a.	**Subtotal of professional and contracted services requiring specific approval:**		$	$	$	$	$	$	$
b.	**Subtotal of professional services, contracted services, or subgrants:**		$	$	$	$	$	$	$
c.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$	$	$	$	$	$
	(Sum of lines a, b, and c) Grand total		**$150,000**	**$150,000**	**$210,000**	**$210,000**	**$210,000**	**$210,000**	**$960,000**

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 233901											Amendment number (for amendments only):
Expense Item Description											
	Technology Hardware—Not Capitalized										
	#	**Type**	**Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 1 Pre-Award**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total Budgeted Across all Years**
6399	1				$	$	$	$	$	$	$	$
	2				$							
	3				$							
	4				$							
	5				$							
6399	Technology software—Not capitalized					$50,000	$0	$50,000	$50,000	$50,000	$50,000	**$250,000**
6399	Supplies and materials associated with advisory council or committee					$	$	$	$	$	$	**$**
	Subtotal supplies and materials requiring specific approval:					$	$	$	$	$	$	**$**
	Remaining 6300—Supplies and materials that do not require specific approval:					$100,000	$100,000	$100,000	$100,000	$100,000	$100,000	**$500,000**
	Grand total:					**$150,000**	**$100,000**	**$150,000**	**$150,000**	**$150,000**	**$150,000**	**$750,000**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 233901 | Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: Curricular academic/lab field investigation instruction focusing on STEM	$100,000	$	$100,000	$100,000	$100,000	$100,000	**$500,000**
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	**$**
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose: Lead4Ward, Solution Tree, UT Dana Center	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	**$50,000**
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	**$**
6429	Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	**$**
6490	Indemnification compensation for loss or damage	$	$	$	$	$	$	**$**
6490	Advisory council/committee travel or other expenses	$	$	$	$	$	$	**$**
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	**$**
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	**$**
	Subtotal other operating costs requiring specific approval:	$		$	$	$	$	**$**
	Remaining 6400—Other operating costs that do not require specific approval:	$25,000	$	$50,000	$50,000	$50,000	$25,000	**$200,000**
	Grand total:	**$135,000**	**$10,000**	**$160,000**	**$160,000**	**$160,000**	**$135,000**	**$760,000**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 233901 | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1	Library books (Classroom sets)	N/A	N/A	$25,000	$25,000	$30,000	$30,000	$30,000	$30,000	**$145,000**
66XX/15XX—Technology hardware, capitalized										
2	Dell Laptops (Teachers)	50	$400	$20,000	$20,000	$	$	$	$	**$20,000**
3	Dell Laptops (Students K-2 Center)	100	$400	$	$	$40,000	$	$	$	**$40,000**
4	Dell Laptops (Students 3-5 1:1 initiative)	400	$400	$	$	$160,000	$	$	$	**$160,000**
5	Printers	15	$1500	$22,500	$	$	$	$	$	**$22,500**
6	Dell Interactive Projectors	50	$	$	$	$150,000	$	$	$	**$150,000**
7	Wireless Access Points	60	$1,000	$60,000	$	$	$	$	$	**$60,000**
8	48 Port POE Switches	15	$20,000	$300,000	$	$	$	$	$	**$300,000**
66XX/15XX—Technology software, capitalized										
9	iStation	1	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	**$125,000**
10	Think Through Math	1	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	**$125,000**
11	StemScope	1	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	**$125,000**
12	ITBS	1	$30,000	$30,000	$30,000	$30,000	$30,000	$30,000	$30,000	**$150,000**
13			$	$	$	$	$	$	$	**$**
66XX/15XX—Equipment, furniture, or vehicles										
14	Computer Tables	50	$350	$17,500	$	$	$	$	$	**$17,500**
15	Chairs	200	$50	$10,000	$	$	$	$	$	**$10,000**
16	Bookshelves	40	$350	$14,000	$	$	$	$	$	**$14,000**
17			$	$	$	$	$	$	$	**$**
18			$	$	$	$	$	$	$	**$**
19			$	$	$	$	$	$	$	**$**
20			$	$	$	$	$	$	$	**$**
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21				$	$	$	$	$	$	**$**
	Grand total:			**$574,000**	**$172,500**	**$485,000**	**$135,000**	**$135,000**	**$135,000**	**$1,636,500**

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	879		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	1	.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	842	95.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	35	4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	746	84.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	283	32.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	54	6.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	27		PEIMS
Disciplinary placements in In-School Suspension	15		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	12		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		97.5%%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	Not released	Not released	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	240	62.6%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Statistically, Garfield had 879 students during the 2014-2015 school year. Almost 96% (95.8%) of all students were Hispanic. Over 32% of our students are ELL learners as well as a student at risk percentage of 51.9%. In spite of rezoning efforts, the student population will decrease, but it will remain as one of the most highly populated campuses in the District. While city continues to grow, the neighborhood continues to be highly populated and impoverished. These demographics/statistics support our idea that the students need the opportunities and experiences to draw on in order to make the appropriate connections to be successful academically. The students being served through this grant primarily come from single parent homes that live at or below the poverty level. During the 2014-2015 school year, with 84.9% of the students classified as low socio economic, experiences and background information are areas our students tremendously lack.

Before Rezoning

Elementary Campus	Capacity	# of students assigned to attendance zone
Garfield	750	932
North Heights	700	573
Lamar	650	470
Buena Vista	700	969
Ruben Chavira	675	607
Dr. Fermin Calderon	700	572
Dr. Lonnie Green	700	761

After Rezoning

Elementary Campus	Capacity	# of students assigned to attendance zone
Garfield	750	747
North Heights	700	733
Lamar	650	653
Buena Vista	700	687
Ruben Chavira	675	592
Dr. Fermin Calderon	700	762
Dr. Lonnie Green	700	710

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	72.3		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	48.8	67.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	5.6	7.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2.0	2.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	15.9	21.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	43.4	88.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	4.4	9.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	3.5	7.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	7	14.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	12	24.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	13.1	26.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	13.2	27.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	34,126		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	39,247		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	43,092		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	45,238		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with more than 20 Years	54,859		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	14	19.64%	
Staff with Bachelor's degree as highest level attained	53	73.3%	
Staff with Master's degree as highest level attained	7	9%	
Staff with Doctoral degree as highest level attained	0	0%	

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garfield Elementary had a total of 72 staff members during the 2013-2014 school year. Almost 89% of the teachers were Hispanic, closely mirroring the 95% population of Hispanic students. The campus averages close to 20 students per teacher, but easily fluctuates due to the high mobility rate within the community. During the last two school years, our teaching staff maintained an overall average of 10 years' experience. However, in those two years, Garfield Elementary has experienced some teacher reassignments and retirements that have resulted in a surge of new and inexperienced teachers impacting older grade levels more than earlier levels. The data show this trend may continue as approximately 54% of our staff have more than 15 years of experience and 27% have over 20 years of experience.

Another major factor impacting the Hispanic and LEP subpopulation is that only 22% of our staff are certified bilingual teachers. In spite of District efforts to recruit and retain certified teachers, the results have been minimal. Based on the results of the most recent Garfield campus comprehensive needs assessment, mentors for new teachers and trainings on specific demographics of students were recognized as highly needed areas for our teaching staffs in all grade levels. Staff also reported that one primary reason for the shortage of bilingual teachers was the inconsistency and uncertainty of the instructional approach/program for English Language Learners. With the implementation of the FAST System, Garfield's teachers will gain the support they need and an incentive for improving achievement within this subpopulation.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
n/a	68	100	112	130	114	117	n/a	n/a	n/a	n/a	n/a	n/a	n/a	641

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
n/a	6	7	6	7	6	5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37

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Schedule #13—Needs Assessment

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

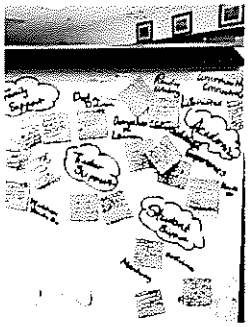
Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Garfield Leadership Team, consisting of campus administration, teachers, paraprofessionals, parents, and community members, met to evaluate the Garfield campus. As a campus servicing a large at-risk student population, Garfield Elementary has undergone the systematic process of identifying campus needs. This needs assessment process is critical in determining objectively based data, and includes the multiple measures to identify which student subpopulations are in most need, and to establish a priority of services to be provided. This critical process was the pre-work to the development of the DIP and CIP and was useful in updating the needs for Garfield for the design of the FAST System.

Participants in the Leadership Team meetings were asked to bring datasets and other information indicating Garfield Elementary deficient areas. The team discussed and brainstormed areas of weakness in the categories of Family Support, Academic Support, Student Support, and Teacher Support. The following questions were asked and discussed (questions suggested by NCLB guidelines):
What do we want to accomplish?
How will we ensure that it's a process, not an event?
How will get multiple stakeholders involved in the process?
How will we share the purpose and outcomes with those stakeholders involved?
What will the short term and long term timelines look like?

During the brainstorming of needs, the Leadership Team members worked in small groups to come up with their individual ideas. Once this small group process was finished, we compiled the ideas together as a whole. Collectively, we identified the following critical areas:
Supporting families by offering flexibility to attend academic and tutoring help sessions.
Developing student learning by developing language and background experiences through innovative approaches and mentorship.
Developing teaching capacity and pedagogy in all four core subject areas, developing technology integration into the curricula, developing a skillset for providing second-language acquisition support and differentiated instructions.

Team FAST members included teachers Katherine Polanco, Rocio Pena, Kimberly Smith, Dora Salinas, Jaqualyne Sanchez, Sandra Santillan, and Marlene Diaz; district Support Team members Dr. Sandra Mendoza and Gabriela Calderon. Parent members included Griselda Cioffi and Blanca Lopez.



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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☒ Transformation
  - ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☐ Early Learning Intervention Model
- ☐ Turnaround
  - ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garfield Elementary chose the Transformation Model for this grant project proposal. Cynthia Sahagun is the new principal as of July 1, 2015. As the result of her meetings with the campus Leadership Team, the focus of the Transformational Model on (a) student growth, (b) increased rigor, transparent, and equitable evaluations, (c) creating community oriented schools, and (d) providing operational flexibility was judged to best match the Garfield philosophies and needs. We feel the aspects of this grant model could allow us to help our students reach levels that have previously been unattainable. We have brainstormed ideas in every aspect of the school (specifically the FAST components) and have developed sincere excitement about the possibilities this grant project has for not only our students, but also for our teachers/staff, as lifetime learners.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Felipe Del Rio CISD and Garfield Elementary is cognizant of the fact that buy in and collaboration from relevant stakeholders (students, staff, parents, and community) is paramount to the successful implementation of the FAST System. Relevant stakeholders were consulted in the development of this application and contributed in the decision to use the transformation model.

Through a collaborative partnership, Team FAST shared meetings and communication with the San Felipe Del Rio CISD administrative staff, Garfield Elementary administration, teachers and support staff, local community organizations, and parents. Through a series of meetings, campus needs, ideas and research was shared. The common thread in each discussion echoed a statement from an article published by the Harvard Family Research Project: "when compared with children from more affluent families, poor children are more likely to have low academic achievement, to drop out of school, and to have health, behavioral, and emotional problems." Concerned with the repetitive trend, Team FAST set priorities for establishing a firm foundation for success: "Our students are the focal point of this entire process. The goal is to improve student academic achievement through the systems of support for Family, Academics, Students, and Teachers.

Team FAST would like to incorporate a flexible learning academy offering both before and after school tutoring as well as tutoring on designated Saturdays during the school year. Partnerships have been formed and are currently being explored to align the FAST System. Colleges such as Sul Ross State University, Rio Grande College, and the Texas Tech satellite campus (Junction) are possible entities to help our students and staff support and enhance instruction for students and a ***family support*** system for incorporating parent academies to feature homework help, literacy development for both child and adult, and parenting skills which can support high expectations for academic success.

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Schedule #14—Management Plan

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	DSCI will oversee all grant activies including expenditures. The DSCI will also act as a liason between SFDR and the campus, will work closely with the PSP and grant manager to ensure fidelity and offer expert guidance.	The DCSI must hold a master's degree, and have a minimum of three years experience in grant management, preferably in an education setting.
2.	Superintendent	The Superintendent will protect the campus' autonomy with respect to executing the school's transformation as outlined in this proposal.	Superintendent holds a doctoral degree, and has experience in transformational leadership.
3.	Principal	The principal is responsible for overseeing the approved Transformation Model. He serves as chief academic leader on this campus, and leads all staff towards goals of project.	Master's degree, and has over ten years of experience in education and transformational leadership.
4.	Project Coordinator	This person provides guidance and oversight (structural and fiscal) to the project. Provides updates on a monthly and 90 day basis, and guides development of 90 day plan.	This position requires a Master's degree, and a minimum of three years experience in managing federal grants, preferably in an education setting.
5.	Social Worker	This person assists counseling staff with students in need of assistance. This person would also keep a closet of donated clothing for students.	The ideal candidate holds a bachelor's degree with experience in immigration issues. A Spanish speaking candidate would be a plus.
6.	Campus Instructional Coach	Provide support to teachers with guided instruction, assist teachers in using the curriculum and data to plan effective lessons, provide model lessons for content to be taught.	Master's degree in Education (preferred)
7.	Instructional Technology Coach	Improve student performance by interfacing with teachers to facilitate the integration of technology and conducting professional development sessions on infusing technology into the core areas of academic curriculum.	Bachelor's degree in job related area Certified teachers license Minimum of one-year experience working with children in an educational setting
8.			
9.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	DELL Professional Learning Services	Assist the campus in effectively integrating technology in daily teaching practices in order to prepare students for college and career readiness in the digital age.	• Provide customized outcome-based learning programs • Provide coaching, modeling, and integration of one-to-one instruction
2.	Charles E. Dana Center	Provide structured and systematic training in understanding the TEKS, best practices for Reading, guided reading instruction, small group instruction, literacy stations, math instruction and progress monitoring.	• Experienced and knowledgeable consultants • Ability to provide training in guided instruction and other components of literacy
3.	Lead4ward	Train campus leadership and staff in the understanding of the accountability system including analyzing campus accountability reports and guiding campus decisions for improvement	• Experienced and knowledgeable consultants • Ability to provide support in the areas of assessment, accountability and data analysis
4.	Univ. of Texas Charles E. Dana Center	Provide leadership including Walkthroughs for Continuous Improvement, Strengthening Teaching and Learning and the Instructional Leadership Academy	• Experienced and knowledgeable consultants • Ability to provide support in the areas of instructional leadership and data analysis
5.	Marzano Building Academic Vocabulary	•Create systems to assess and track students' vocabulary knowledge over time. •Acquire a six-step process for effective vocabulary instruction	• Experienced and knowledgeable consultants • Ability to provide support in the areas of instructional development
6.	Franklin Covey The Leader In Me	Provide whole school training on The Leader In Me leadership transformation process.	• Experienced and knowledgeable consultants • Ability to provide support in the areas of transformational leadership
7.	Franklin Covey The Leader In Me	Provide parent training on The Leader In Me leadership transformation process.	• Experienced and knowledgeable consultants • Ability to provide support in the areas of transformational leadership
8.			
9.			
10.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TAIS framework for school improvement states:"Improving academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, "data driven" instructional decisions, productive community and parent involvement, efficient use of learning time and maintaining a positive school climate, campuses can increase performance for all students. All of these research-based measures, when taken as a whole, are key to continuous school improvement."

The the Texas Accountability and Intervention Strategies (TAIS) framework is a solid process which guides the campus /district to strengthen the Critical Success Factors (CSFs) continuously in partnership with teachers, teacher-leaders, parents, and community stakeholders. The principal at Garfield Elementary and Team FAST are committed to the training deliverables in this design model have been selected not only for their potential to yield measurable results, but to be sustained and adopted as best practice on this campus. Vendors and consultants with expert status have been selected to provide services and products that are not only key features of the design, but whose practice(s) are clearly research-based and proven to improve student performance even within the most struggling population of students.

Finally, one major component of our proposal to ensure succession is the investment in building leadership capacity. Through this grant we hope to support teacher growth and capacity by providing training and implementing a collaborative learning environment where they will be able to increase the use of data to inform instruction. As we move forward, teacher leaders become instructional coaches and demonstration teachers. These leaders form the opportunity for distributive leadership which impact the school wide commitment to support reform efforts and sustain change.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One major component of our proposal to ensure succession is the investment in building leadership capacity. Through this grant we hope to support teacher growth and capacity by providing training and implementing a collaborative learning environment where they will be able to increase the use of data to inform instruction. As we move forward, teacher leaders become instructional coaches and demonstration teachers. These leaders form the opportunity for distributive leadership which impact the school wide commitment to support reform efforts and sustain change.

San Felipe Del Rio CISD has conceptually begun the process of providing academies for Instructional Coaches, supports the development of demonstration teachers districtwide. The District has also initiated 1:1 initiatives for students primarily at the secondary level and has supported technology integration in the classroom by hiring an Instructional Technology Coordinator. The FAST System incorporates the same district-level initiatives at Garfield Elementary on a much smaller scale and could easily be sustained after the grant period ends.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garfield Elementary plans on using multiple professional development sessions to implement gradual change. We want to phase in the change starting with Reading during year 1, followed by Math, Science, and Writing in subsequent years. Student progress will be measured in Kindergarten through 2nd grades through the TPRI (Texas Primary Reading Inventory). 3rd through 5th grades will use common assessments (given every 6 weeks) and benchmark (released STAAR tests/material) given during the beginning of the 2nd semester. There will be specific targeted areas on each assessment that we will focus on. These will be addressed from the beginning of the year (and throughout) through professional development. We plan on seeing a 10% increase on developed Kindergarten through 2nd grade students performance in TPRI in the middle of the year and end of year administrations. 3rd through 5th grades should see a minimum of 10% growth (with more occurring in the targeted subject for that grant year).

Students that are not reaching the passing standards will be tutored before or after school or on Saturdays. Students that are drastically far from the standard will be monitored through the RTI (response to intervention) program. These students will also be given mentors to try to assist emotionally as well as academically.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garfield Elementary will be using academic outcome data for our standardized testing by student populations (Hispanic, White, male, female, economically disadvantaged, Limited English Proficient, ELL, and Special Education). Garfield will also monitor contact hours with the support staff in Math and Reading (small groups within class or pull out) through ledgers kept by support staff. Computer lab time will also be documented for time spent on programs such as Study Island and others for grades 3rd through 5th. Reports will be printed to monitor student progress in these programs. Teacher practices will be documented in walk-throughs. Garfield administration aims for up to 15 walkthrough evaluations on a weekly basis. Student performance will be monitored through at least two weekly exams in Math, Reading, and Science (5th grade specifically) per six weeks. Benchmarks, one per semester and released STAAR materials are utilized as well. Teachers and Garfield administration will meet in the "data room" (room dedicated for meetings and student data analysis) on a weekly basis. The support team along with administration will "adopt" a group of students that they will responsible for building positive emotional support as well as building academic and social needs.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The following staff will be involved in assessing the program activities and providing support as needed:

Project Coordinator:
A Project Coordinator will be hired with grant funds to oversee the grant in conjunction with the Principal, Assistant Principal, and Instructional Coach to identify any problems and discuss corrective action. The coordinator will conduct daily monitoring, accountability, and staff support.

Computer Technician:
With the emphasis on technology and one-to-one use by students in grades two through five, an onsite computer technician hired with grant money will be readily available to provide technical assistance and support with infrastructure problems instructional software, and hardware issues. The technician will maintain accurate, updated records of preventive maintenance and of time and materials required to perform repairs and service.

InstructionalTechnology Coach
The Instructional Technology Coach will maintain files and records to document activities and participate in meetings with campus administrators and the project coordinator to evaluate the effectiveness of the implementation of the grant. After providing training for teachers, the coach will do follow-up sessions in classrooms to observe the implementation and evaluate the effectiveness of the training.

External Providers:
External providers will be hired to provide initial trainings and in-class follow-up support collaboratively with the instructional coaches to assist teachers struggling with implementing guided instruction as well as engaging, authentic, rigorous lessons. The focus is develop teacher/leader capacity and provide measurable support to students, teachers, and parents.

Instructional Coach:
The instructional coach will play a vital role in nurturing teachers daily, providing coaching and demonstration lessons as requested by classroom teachers. The instructional coach will attend all trainings, modeling sessions, and coaching sessions provided by external providers along with the classroom teachers to demonstrate the importance of the training and to be knowledgeable to provide follow-up support. This team will use walk-through data to ascertain which teachers could benefit from additional support.

Social Worker:
The Social Worker will play a major role in the Garfield Elementary community as the liaison for families, parents and community by overseeing before, during and after school training and resources in collaboration with community agencies.

Principal/Assistant Principal
The campus administrators will attend trainings with teachers, provide follow-up support, monitor implementation through walk-throughs and provide timely and specific feedback, and help teachers use data effectively to ensure student growth is the main focus in an effort to transform North Heights Elementary.

The staff involved in assessing the program will meet regularly to discuss the effectiveness of othe implementation of the grant. Using this collaborative approach, if problems with project delivery are identified, then a corrective action plan will be developed by the appropriate staff member(s).

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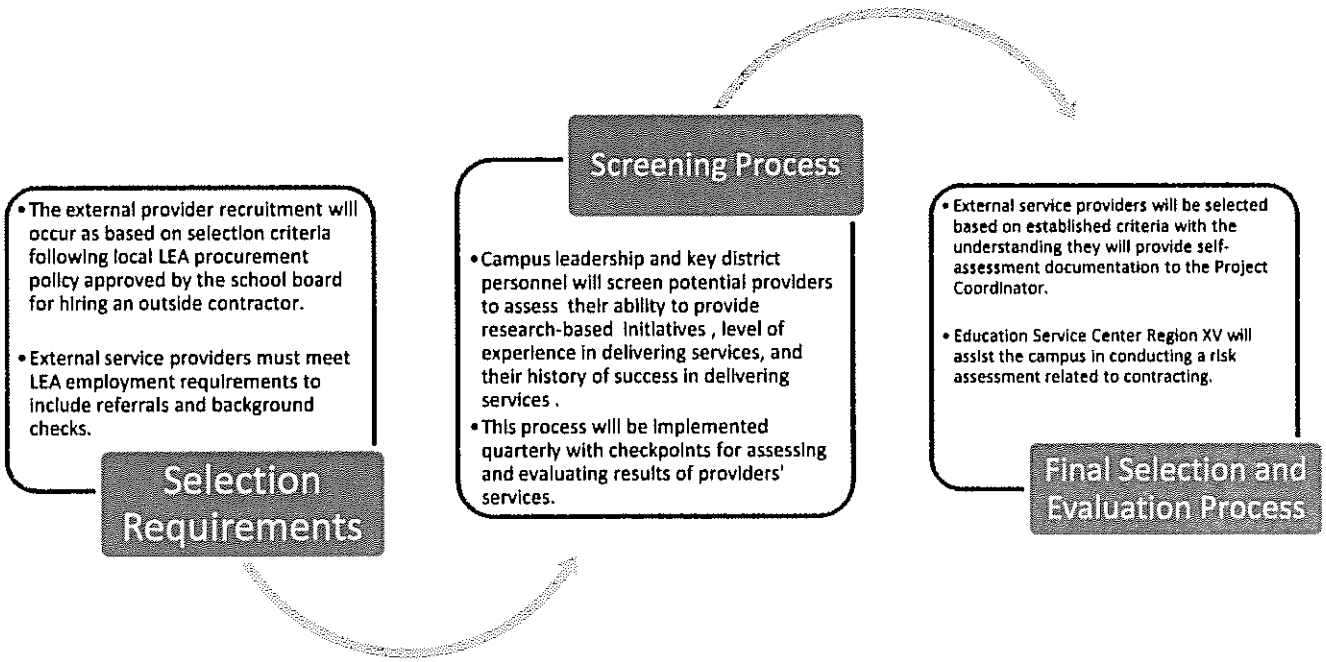
Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.



The chart above describes the process which Garfield Elementary will screen, select, and evaluate the service providers. Each service provider must follow the District policy for employment. The grant team has opted to choose to review the providers' qualities and experience, alignment with the campus needs for provessional development and service and a positive record of their history of success. Through this process, we hope to receive the support we need to reach our goal of an "A" rating with the State accountability system.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once a provider is selected, Garfield Elementary will include specific provisions in the signed memorandum of understanding (MOU), contract, or other agreement to hold the provider accountable for achieving the LEA's desired outcomes. The LEA will also set clear expectations by establishing measures against which the performance of the external provider will be assessed and developing, together with the selected provider, targets for these measures. Meaningful measures will address the progress of the provider in meeting specific contractual obligations as well as the provider's general contribution to the effort to reform this campus.

Beyond screening external providers prior to selection and including clear expectations in the provider's contract, sure to review the performance of external providers regularly throughout the contract period to ensure that they are on track to meet the Team FAST's expectations. The Campus Grant Manager will request that the external provider prepare monthly or quarterly reports or briefings for Team FAST that detail the provider's activities during that period or its progress toward achieving the outcomes for which it was hired. Team FAST might also conduct interim or formative assessments throughout the contract period to inform contract renewal decisions.

Proposed Date(s):	Required Action:	Personnel Responsible:
January 11-15, 2016	• Review external providers • Set clear expectations for scope of work • Develop MOU/Contract with specified timelines	Project Coordinator,Campus Principal
January 18, 2016	• Finalize MOU/Contract agreements along with specified timelines for completion and assessment of contractual obligations	Project Coordinator,Campus Principal
February 2016	• Submit MOU/Contract agreements along with specified timelines for completion for School Board approval	Project Coordinator,Campus Principal
April 2016	• Review external provider performance using data measures (walkthroughs, student formative and summative assessment results)	Project Coordinator,Campus Principal
Quarterly 2017-2020	• Review external providers • Set clear expectations for scope of work • Develop MOU/Contract with specified timelines	Project Coordinator,Campus Principal

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Develop criteria for checklist to identify those teachers who will provide tutoring for students. Ideally, only those teachers whose students consistently perform well on high-stakes testing will be selected
2.	Secure training for campus leadership and staff in the understanding of the accountability system and the implications of changes made in 2015
3.	Secure positions for project coordinator, instructional technology coach, social worker, and on-site computer technician.
4.	Order technology equipment.
5.	Prepare technology infrastructure for implementation of 1:1 systems.
6.	Secure consultants for professional development in literacy including guided instruction in Reading and progress monitoring.
7.	Secure consultants for technology integration in the curriculum.
8.	Team FAST attends The Leader In Me Symposium in January 2016 in San Antonio, Texas.
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are three core components of successful systems: creating district-wide strategies, building school capacity, and reaching out to and engaging families. San Felipe Del Rio CISD is implementing several strategies which easily complement and coordinate with the initiatives Garfield Elementary is seeking to initiate with the assistance of this grant. First, both agencies have the same vision- to improve student achievement by improving growth within the economically disadvantaged, at-risk, and ELL population by

- Creating a shared understanding of how district/campus plans will reach its goals;
- Determining which goals are realistic, given available resources and priorities;
- Monitoring and charting the progress of teacher capacity and leadership development, teacher effectiveness; student growth and intended outcomes, which can guide the evaluation and improvement of our initiatives;
- Communicating what our district/campus wants to achieve and how we will get there, and involving teachers, leaders, parents, students, and community in this process.

Secondly, both San Felipe Del Rio CISD and Garfield Elementary want to recruit and retain teachers. Statistically, both agencies have a limited teacher pool of certified Bilingual teachers. The need is critical and the funds are limited. Collectively, both can empower and offer teachers incentives for obtaining their certification, teaching in a Bilingual classroom and elevate students' growth and achievement within the ELL population.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Cynthia Sahagun
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	July 1, 2015

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the ***option*** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Data sources used for student growth accounted for in the teacher and principal evaluation system will include: • Curriculum-based assessments given every six weeks • iStation/TPRI/Tejas Lee/ITBS Reports (beginning, middle, and end of year) • Running records (every six weeks) • Anecdotal notes • STAAR data (look at longitudinally) For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data will be based on students' scores on the State's assessment. Student growth will also be based on multiple observations and performance on district assessments as well improved teacher practices.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The evaluation design includes several measures which will help the Garfield Leadership team evaluate both teacher performance and growth and their impact on student achievement. This will be accomplished through the walkthrough data and observations, coaching debriefings, and the results of the student growth measures listed above. As teachers receive training and professional development, teacher monitoring will include assessments of the use of these strategies and best practices which can positively impact student achievement. These will include: • Improvement in the use of TEKS aligned curriculum. • Improvement in the use of data to drive instruction. (How are we using the sources of data to determine whether there is student growth.) • Improvement in curriculum delivery using research-based strategies which impact English language learners.
Describe how the evaluation system was developed with teacher and principal involvement:	The grant team reviewed a variety of options and decided that the best process to evaluate the implementation of the grant would be through the collaborative review of the quantitative data sources as described above through the campus PLC. In addition, the Leadership team would incorporate climate surveys for reviewing qualitative data. This process will ensure that not only teacher and principal involvement is included, but that parent and support staff also share their input in the implementation of this grant.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	A three tiered system will be developed and implemented for educators who have increased student academic achievement as measured by the STAAR tests and who have demonstrated growth within the Bilingual/ESL subpoulation.The minimum increment for teacher rewards based on student achievement will be an increase in 5% in each of the tested subjects. Other financial awards will be available to those teachers and administrators participating in instructional rounds in non-tested academic areas based on a contributions matrix focusing on academic contributions to students.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Teachers struggling to improve professional practice will have multiple offerings of support to include, but not limited to: ➢ Professional Learning Communities ➢ Repeated training opportunities ➢ Class coverage to visit demonstration classrooms to observe guided instruction, technology integrated, rigorous lessons, authentic, and inquiry-based learning ➢ Feedback from campus administrators and instructional coaches to improve practices ➢ Model lessons provided by Instructional Coaches ➢ Opportunities to attend additional training
Describe the criteria established for educator removal:	Garfield follows the district policy for the removal of a teacher. An educator may be removed if it is determined that keeping the teacher is not in the best interest of the district due to lack of growth in the 8 proficiencies for learner-centered instruction as outlined in the Professional Development Appraisal System (PDAS) and areas listed below: ➢ Active, successful student participation in the learning process ➢ Learner-centered instruction ➢ Evaluation and feedback on student progress ➢ Management of student discipline, instructional strategies, time/materials ➢ Professional communication ➢ Professional development ➢ Compliance with policies, operating procedures and requirements ➢ Improvement of all students' academic performance

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 233901	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

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Critical Success Factor:	***Academic Performance/Improve the Instructional Program***

	Planned Intervention	**Period for Implementation**
1.	Provide staff development for teachers to better understand the depth and complexity of the Texas Essential Knowledge and Skills for Reading, Writing, Math, Science and Social Studies	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide staff development in the delivery of instruction in Reading, Math, Writing and Science. Focus will be on one content area per year.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide teachers with staff development to integrate technology into their lessons and maximize student learning.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Equip classrooms with laptops and 3D projectors so that teachers may utilize online resources to vary instruction and to make learning interactive.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
5.	Provide each student in grades 3-5 with a laptop to utilize in class and out of class to increase learning.	☐ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
6.	Provide teachers in grades K-2 with 5 laptops per teacher to set up a literacy center for students use.	☐ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
7.	Provide teacher training in delivery of instruction and instructional methods to assist our English language learners in acquiring mastery of their second language.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor: ***Increase Teacher Quality***

	Planned Intervention	Period for Implementation
1.	Provide quality staff development for teachers to increase their capacity.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Create Professional Learning Communities for teachers to share ideas.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Conduct walkthoughs, provide timely feedback, communicate expectations and supply resources	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide incentives for teachers who have demonstrated measurable increase in student growth and achievement, and have increased leadership capacity including performing at a high level to mentor teachers that are in need of assistance.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Provide incentives for teachers to become bilingual certified to increase the level of success for our English language learners.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

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Critical Success Factor: ***Increase Leadership Effectiveness***

	Planned Intervention	Period for Implementation
1.	Attend Walkthrough training that uses the Collect, Analyze, Reflect and Act process to having meaningful conversations with teachers to improve instruction and student performance	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Attend instructional coaching training to support and build leadership capacity in our instructional coaches to effectively guide teachers to improve instruction through data analysis and working collaboratively.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Utilize Lead4ward and other service providers for training on data analysis.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Implement a Data Room in which PLC's, grade level teams, instructional coaches and administrators meet to discuss/analyze student performance and teacher trends to ensure that data drives instruction.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Provide training and implement whole school and parent component of Steven Covey's "The Leader In Me" to improve posisitve school climate.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

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Critical Success Factor: ***Increase Use of Quality Data to Inform Instruction***

	Planned Intervention	Period for Implementation
1.	Attend Lead4Ward- designed to support the work of leadership teams (the principal, content area teacher leader and program leaders) by using a comprehensive data analysis protocol to determine a focus for improvement planning, professional development, and instructional intervention.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Analyze and disaggregate weekly data from formative/summative and screening assessments, six weeks exams, benchmarks, STAAR, and TELPAS to make instructional decisions for tiered RtI interventions.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Teachers will keep a data binder on their desk that will include the following information for an administrator to look at while conducting a walkthrough: Lesson plan, student seating chart, special populations reports, Individual Education Plans and Intervention plan	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	4th and 5th grade students will monitor their own progress with their own data binder which will include their performance reports on previous year's STAAR, TELPAS (if applicable), weekly tests, six weeks' exams, and benchmarks. Teacher will conference with student and highlight strengths and discuss areas for improvent and establish goals to reach them.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

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List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:	***Increase Learning Time***

	Planned Intervention	**Period for Implementation**
1.	Increase the school day. Classes will begin at 7:45 and end at 3:15. This would increase instructional time by one hour and twenty minutes.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Computer lab will be open and accessible from 7:00-7:45 for students needing homework help or needing extra time on a computer program developing skills. Breakfast will be provided.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Tutorials will be set before school, afterschool and on Saturdays as needed to accommodate student/parent scheduling. Transportation and snacks will be provided.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide students with opportunities to participate in educational field trips outside of Del Rio to enhance their life experiences and have a wider knowledge base.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 233901 | Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

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Critical Success Factor: ***Increase Parent/Community Engagement***

	Planned Intervention	Period for Implementation
1.	Invest in a mobile computer lab/classroom that we can take into the Garfield neighborhoods to expose parents and students to the curriculum their children are learning, provide assistance with questions they may have, conduct virtual labs and expose them to the different opportunities that are available within the fields of Math, Science and Technology (STEM)	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Each grade level will hold evening meetings with their parents, provide a meal and discuss pertinent information whether it be upcoming events, curriculum, testing or simply a time to answer parent questions to improve and build parent-school relationships.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide parents an opportunity to come to classes in the evening to learn the English language by utilizing a program such as Rosetta Stone or to earn their GED or Citizenship	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Utilize parent/community social worker who will establish trainings, home visits and networking with other community agiencies for developing, supporting and improving parenting/wellness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Create a culture of excellent customer service campus-wide by attending training so that our parents feel welcomed and appreciated.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Provide training for parents so that they may use the Leader in Me principles (Franklin Covey) being taught at school at home.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

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Critical Success Factor:	***Improve School Climate***

	Planned Intervention	**Period for Implementation**
1.	Implement the principles of the Leader In Me (Franklin Covey) to creat a positive and supportive school environment.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Continue with the principles of Leader in Me and build a leadership culture among our students where they take a more active role in the things that happen at our campus.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Involve teachers in the decision making at the campus by participating in different committees and allowing them to take leadership roles.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Celebrate student accomplishments such as Top AR Readers, Perfect Attendance, Honor Roll and Student of the Month.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Conduct a Leadership Night where our student's talents are showcased.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 233901 | Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 233901	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 233901 | Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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County-District Number or Vendor ID: 233901	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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County-District Number or Vendor ID: 233901	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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County-District Number or Vendor ID: 233901	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 233901 | Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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